NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

311 School 29

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: PATERSON PUBLIC SCHOOL 29
Chief School Administrator: DR. DONNIE EVANS	Address: 88 Danforth Ave. Paterson, NJ
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: K-4
Title I Contact: Marguerite Sullivan	Principal: Jorge E. Ventura
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: jventura@paterson.k12.nj.us
Title I Contact Phone Number:973-321-2331	Principal's Phone Number: 973-321-0291

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____7_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _82,600.00_ which comprised _____94% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 83,089.00 which will comprise _64%_ of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1, 3,4	Job embedded professional development to build teacher capacity	Salary	$21,250.00
School Based Bil/ELL Supervisor Salary			Salary	$14,178.00
School Based Bil/ELL Supervisor Benefits	1,2,3,4	Job embedded professional development to build teacher capacity	Benefit	$5,428.00
School Based Data Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	$4,002.00
School Based Data Supervisor Benefits			Benefit	$1,483.00

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Jorge Ventura	School Staff- Principal	X	X	X	
Marlene Lyons	School Staff- ESL Teacher	X	X	X	
Carla Propersi	School Staff- 3rd Grade ELA Teacher	X	X	X	
Deirdre Karcher	School Staff- 4th Grade Mathematics Teacher	X	X	X	
Janet DeLeon	School Staff- Secretary	X	X	X	
Roman Agama	School Staff Personal Assistant- SPED	X	X	X	
Dyann Simone	School Staff- SPED Resource Teacher	X	X	X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
5/29/15	PS#29 School Main Office	Comprehensive Needs Assessment	Yes		Yes	
6/10/15	PS#29 School Main Office	Schoolwide Plan Development	Yes		Yes	
6/22/15	PS#29 School Main Office	Program Evaluation	TBA		TBA	
9/1/15	PS#29 School Main Office	Program Evaluation	TBA		TBA	
10/30/15	PS#29 School Main Office	Program Evaluation	TBA		TBA	
2/12/15	PS#29 School Main Office	Program Evaluation	TBA		TBA	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	School Twenty-nine will be relentless in the pursuit of academic excellence through quality instruction and collaboration.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. **Did the school implement the program as planned?**

   The Programs was implemented as planned.

2. **What were the strengths of the implementation process?**

   The staff saw the needs and they focused on the areas that were noted in the plan. They analyzed the data available and were able to tweak the curriculum to meet the needs of the students.

3. **What implementation challenges and barriers did the school encounter?**

   There were 3 different administrators trying to carry out the plan to the best of their ability. There was also many instructional days lost to PARCC testing for 3rd and 4th grade.

4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?**

   Based on the data obtained, we feel that teachers are using the Pacing Guides provided by the district to ensure effective teaching which leads to meeting benchmarks expectations. Teachers are using a variety of strategies to target all levels in their classrooms. The data that is provided to the teachers allows them to differentiate instruction successfully and effectively.

5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?**

   Focus groups level meetings were held. Data analysis was provided, the discussions provided meaningful feedback that was incorporated in the implementation of the strategies.

6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?**

   Via staff surveys, the data revealed that the teachers felt more comfortable with assessments such as Running Records and STARS and utilizing them to drive daily effective instruction. Looking at the results of our school's assessments, we found that teachers were more familiar with writing D.O.L.'s daily which is district mandated.

7. **What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?**

   Via verbal feedback and surveys, the community was happy to see the use of data to drive instruction. The stakeholders were educated via PTO conferences.

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?**

   Intervention strategies were delivered in whole group review, small groups single skill focused, and individually.

9. **How did the school structure the interventions?**

   Most of our interventions took place during the regular day, during center time and small group instruction.

10. **How frequently did students receive instructional interventions?**

    Interventions were done daily for 70 minutes in the A.M. 40 mins ELA and 30 mins Math.

11. **What technologies did the school use to support the program?**

    Computer programs i.e. Successmaker, NewELA, and IXL were used as well as laptops, Ipads, and Interactive boards were used to reinforce skills.

12. **Did the technology contribute to the success of the program and, if so, how?**

    Yes. The technology provided additional practice and review needed to acquire new skills and reinforce newly acquired strategies.

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4		44	PARCC After School Program & Small groups afterschool instruction	Students were selected by NJASK and STAR scores. Students attended program faithfully and students who did not attend were given after school help.
Grade 5				
Grade 6				
Grade 7				
Grade 8				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4		44	PARCC After School Program & Small groups afterschool instruction	Students were selected by NJASK and STAR scores. Students attended program faithfully and students who did not attend were given after school help.
Grade 5				
Grade 6				
Grade 7				
Grade 8				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten		8	STAR progress monitoring every two weeks and interventions were given to remediate the findings.	The interventions given were very effective in addressing the need of the students. In some cases learning disabilities were suspected and referrals services were initiated.
Grade 1	6	9	STAR and Running Records progress monitoring every two weeks and interventions were given to remediate the findings.	The interventions given were very effective in addressing the need of the students. In some cases learning disabilities were suspected and referrals services were initiated.
Grade 2	9	12	Centered instruction to address specific fluency and comprehension gaps as delineated by assessments used.	Interventions were extremely effective when carried out with fidelity. Pacing and reassessments were not followed through.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Sub Groups	Small groups afterschool instruction	ELA	YES	According to Star Reading scores, there was growth in all grade levels in English Language Arts.
Math	All Sub Groups	Problem of the Day	Math	YES	According to Star Math, there was growth in all grade level except for 4th grade.
ELA	ELLs	YES	ACCESS	YES	According to ACCESS 20% of kindergarten, 69% of 1st, 80% of 2nd, 100% of 3rd and 50% of 4th graders are proficient.
Math	ELLs				

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	ALL Students 3rd and 4th	PARCC Afterschool Program	YES	STAR Testing	Students will increase 40 points in STARS Renaissance
Math	ALL Students 3rd and 4th	PARCC After school Program	YES	STAR Testing	Students will increase score 40 points in STARS Renaissance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	*Unit Assessments * Running Records *STARS Early Literacy/ Reading	
Academic Achievement - Writing	*ACCESS *Teacher Observation * Benchmarks	
Academic Achievement - Mathematics	*NJASK Mathematics *STARS Math *Math Benchmarks	
Family and Community Engagement	Attendance at Back to School Night, Opening of Playground, Report Card night, PTO meeting attendance	These events show improvement in parent participation/ attendance and involvement in school activities.
Professional Development	Professional Development Staff Survey as well as School Improvement Panel	Staff needs assessment in areas of focus for professional development. The results indicate a need for teachers and administration to collaborate and generate professional learning communities around instructional practices observed. Develop next steps and execute PD action plan.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Leadership	Providing teachers leadership Opportunities	Some teachers were given an invitation to the turnaround teacher cohort in the district to grow. Every teacher in our school will lead an initiative to exercise their leadership abilities.
School Climate and Culture	Parent and Staff Survey	Parents and Staff will be given surveys at the beginning of the school year and at the end of the school year to see if there are any changes for the positive or negative.
School-Based Youth Services		
Students with Disabilities		
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   School 29 has compiled a wide range of data to develop our needs assessment. We reviewed our ACCESS and STARS Renaissance data from 2014-2015. In addition, we analyzed 2014-2015 assessment results from Running Records and District Benchmarks.

2. What process did the school use to collect and compile data for student subgroups?

   We utilized the State and District-Wide data reports for ACCESS which is annually reported to the schools and is grouped accordingly by subgroups. The school-based supervisor also collects the school-wide assessments such as Running Records, STARS and Math and Literacy Benchmarks. These results are then inputted into spreadsheets and downloaded into Performance Matters. After we receive the data we group according to subgroups.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is

   designed to measure) and reliable (yields consistent results)?

   The process of collecting and validating the data involves teachers following protocol from district to ensure accuracy. Teachers are trained on the procedures they must take in assessing the students so that data is valid and reliable. For example, when teachers are administering the PARCC, they must sign a statement of assurance proclaiming that they have followed guidelines provided by the state.

4. What did the data analysis reveal regarding classroom instruction?

   Based on the data obtained, we feel that teachers are using the Pacing Guides provided by the district to ensure effective teaching which leads to meeting benchmarks expectations. Teachers are using a variety of strategies to target all levels in their classrooms. The data that is provided to the teachers allows them to differentiate instruction successfully and effectively.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   The data revealed that the teachers felt more comfortable with assessments such as Running Records and STARS and utilizing them to drive daily effective instruction. Looking at the results of our school's assessments, we found that teachers were more familiar with writing D.O.L.'s daily which is district mandated.

6. How does the school identify educationally at-risk students in a timely manner?

   At-risk students are provided with appropriate accommodations and grouped according to ability within the classroom for their instructional need. Depending on the outcome of the implemented strategies to address the at-risk student needs, students are then referred to the Intervention and Referral Services for further assistance.

7. How does the school provide effective interventions to educationally at-risk students?

   At-risk students are provided with appropriate accommodations and grouped according to ability within the classroom for their instructional need. Depending on the outcome of the implemented strategies to address the at-risk student needs, students are then referred to the Intervention and Referral Services for further assistance.

8. How does the school address the needs of migrant students?

   Students who can perform as native language speakers, they are sent to our academies to receive instruction.

9. How does the school address the needs of homeless students?

   Students are referred to the proper agencies to receive the support in order to function as a student. The school community also pulls together to provide for the basic needs and continues to seek resources for these families. PTO is also involved in the process.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    There is a teacher liaison group, PEA, and School Improvement Panel which are invested increasing the input of teachers in the academic decision that are made as a school. All teachers are consulted and given an opportunity to feel that their opinion matters.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

    Partnerships were formed with schools. Our school is Kindergarten through Fourth grade. Once our students leave our building, they attend School 7 from fifth through eighth grade. Our transitional process includes a parent meeting and an Open House which gives parents the opportunity to familiarize themselves with the school and discuss any concerns they might have. A great way that we are helping our students in the transition is preparing them to travel. Similar to middle school, our third and fourth grade classes are departmentalized. This gives the students a jump start to adapt to a block schedule and different teachers for each subject.

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

    In order to identify the priority problems for this plan, School 29 reviewed various sources of information to gauge our focus on the areas in most need of improvement. We reviewed our school data, which included State, District, and school wide assessment results, to differentiate between the areas of success and needs.   The School wide Committee then discussed the areas which were determined in need and targeted three pertinent priority problems: Language Arts, Mathematics, Family and Community Engagement, and Improving Attendance.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts and Reading	Mathematics
Describe the priority problem using at least two data sources	On the District Benchmarks writing prompts, students scored higher than on reading comprehension.	Students continue to have difficulties with basic skills which make it difficult for them to solve multi-step word problems.
Describe the root causes of the problem	For many of our students, English is their second language. As a result, students experience difficulty with vocabulary and struggle with comprehension. Unfortunately, they do not have the extra support that is needed from home because parents do not speak English. Another problem that our students encounter is that they have difficulty relating to text due to limited prior knowledge and life experience.	Students do not know their basic math facts such as addition, subtraction, multiplication and division.
Subgroups or populations addressed	General Education, Special Education and LEP	General Education, Special Education and LEP
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	STARS Renaissance Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).	STARS Renaissance Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must usedata-informed, small group instruction designed specifically to meet students'needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006).
How does the intervention align	It is aligned to the Language Arts Standards	It is aligned to the Math, both integrated and traditional

with the Common Core State Standards?		standards

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Student attendance	Family and Community Engagement
Describe the priority problem using at least two data sources	Students in Grades k-4 have an average attendance rate of 94.63 below the 96% that New Jersey Department of Ed. requires. Students with disabilities have an attendance rate of 91.9%.	The School did not have a PTO or many community events during the 2014-2015 school year. It is vital to create a school where it returns to being a community school.
Describe the root causes of the problem	Parents need to understand that attendance and Performance are directly correlated.	Community stakeholders have been turned away by staffing turnover and community needs to be reminded of their role and importance toward supporting the school to reach its potential.
Subgroups or populations addressed	Students with Disabilities and Kindergarten students	All students.
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	ELA and Mathematics
Name of scientifically research based intervention to address priority problems	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.
How does the intervention align with the Common Core State Standards?	It is aligned to the Language Arts Standards and the Math integrated and traditional standards	It is aligned to the Language Arts Standards and the Math integrated and traditional standards

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	ELLs				
Math	ELLs				
ELA		Reading & Comprehension Strategies	ELA Supervisor and Principal	Running Records Comprehension An increase of 40 point in the Star Renaissance	Adams, M. J. (1996). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press. Honig, B., Diamond, L. & Gutlohn, L. (2008). *Teaching reading sourcebook (2nd ed.).* Berkeley, CA: CORE. McCardle, P., Chhabra, V., & Kapinus B. (2008). *Reading research in action: A teacher's guide for student success Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups.* (NIH Publication No. 00–4754). Washington, DC: U.S. Government
Math		Basic skills computation reinforcement	Math Supervisor and Principal	An increase of 40 SS points in Star Renaissance	rns, M. K., VanDerHeyden, A. M., & Jiban, C. L. (2006). Assessing the instructional level for mathematics: A comparison of methods. School Psychology Review, 35, 401–418. Bryant, B. R., & Rivera, D. P. (1997). Educational assessment of mathematics skills

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					and abilities. Journal of Learning Disabilities, 30 (1), 57–68. Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Allinder, R. M. (1989). The reliability and validity of skills analysis within curriculum-based measurement. Diagnostique, 14 (4), 203–221

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an *extended school year and before- and after-school and summer programs and opportunities*, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All Students	Small Group Instruction	Teachers	Students will increase 40 points in STARS Renaissance.	According to research on grouping students, implementing small group differentiated instruction in the classroom leads to an increase in reading achievement (Lou, Abrami, Spence,Poulsen, Chambers, & d'Apollonia, 1996; Mathes & Fuchs, 1994; Moody,Vaughn, & Schumn, 1997).
Math	All Students	Small Group Instruction	Teachers	Students will increase 40 points in STARS Renaissance.	According to research on grouping students, implementing small group differentiated instruction in the classroom leads to an increase in reading achievement (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996; Mathes & Fuchs, 1994; Moody,Vaughn, & Schumn, 1997).

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Use of Guided Reading and Running Records	LAL Supervisor	Running Records Comprehension Results An increase of 40 point in the Star Renaissance	Adams, M. J. (1996). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press. Honig, B., Diamond, L. & Gutlohn, L. (2008). *Teaching reading sourcebook (2nd ed.).* Berkeley, CA: CORE. McCardle, P., Chhabra, V., & Kapinus B. (2008). *Reading research in action: A teacher's guide for student success Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications*

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					for reading instruction: Reports of the subgroups. (NIH Publication No. 00–4754). Washington, DC: U.S. Government
Math		Use of Conceptual Based Model for Math	Math Supervisor	An increase of 40 SS points in Star Renaissance	Burns, M. K., VanDerHeyden, A. M., & Jiban, C. L. (2006). Assessing the instructional level for mathematics: A comparison of methods. School Psychology Review, 35, 401–418. Bryant, B. R., & Rivera, D. P. (1997). Educational assessment of mathematics skills and abilities. Journal of Learning Disabilities, 30 (1), 57–68. Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Allinder, R. M. (1989). The reliability and validity of skills analysis within curriculum-based measurement. Diagnostique, 14 (4), 203–221.
		Coaching Teachers and growing staff memebers	Supervisors and Principal	Lesson Plans Agendas Sign in Sheets STARS Assessment Unit Assessments , Learning Walkthroughs, Observations, Lesson Plans, STARS Assessment Unit Assessments ,	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Partnership For 21st Century Skills

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The school wide plan will be refreshed at the beginning of the school year with all stakeholders. The committee will meet in October and February to review the effectiveness of initiatives. The review will be conducted by school staff but also reviewed by Asst. Superintendent.

2. What barriers or challenges does the school anticipate during the implementation process?

   I do not anticipate any barriers at this point.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Beginning of the year campaign will help boost morale and by informing all stakeholders and sharing the importance of plan, this will create buy-in.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

    Staff Survey will be given.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

    Community Survey will be given.

6. How will the school structure interventions?

    School will create an invention period for ELA and Math.

7. How frequently will students receive instructional interventions?

    Students will receive an minimum of 70 minutes a day. (35 minutes ELA and Math)

8. What resources/technologies will the school use to support the schoolwide program?

    The use of IXL and either achieve 3000 or Accelerated Reader 360 to help gather data.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

    Each program has its own data management tool.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    School Celebrations will be done during Report Card Nights and PTO meetings as well as placed on Internet and Parent Newsletters.

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University , and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.**

2. How will the school engage parents in the development of the written parent involvement policy? **Parents will be engaged in the development of their parent involvement policy via school based PTOs , District-Wide PTO Leadership activities and School-based Action Teams.**

3. How will the school distribute its written parent involvement policy? **The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed.**

4. How will the school engage parents in the development of the school-parent compact? **Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

5. How will the school ensure that parents receive and review the school-parent compact? **Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website.**

6. How will the school report its student achievement data to families and the community? **Report cards, progress reports.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **Notices from Central Office, parent meetings.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **The school will send a form letter, giving student scores in STAR Early Literacy and Unit Tests, along with an explanation of the assessment.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **We send out invitations for parents to come join us, including dates and schedules. We also send out a monthly calendar of events. The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders**

10. How will the school inform families about the academic achievement of their child/children? **Report cards, progress reports, parents conferences, phone calls to parents.**

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **The District's Parent University Program will offer courses to parents on ESL, GED attainment, homework workshops, etc. The district will involve families and the**

community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff

members and community stockholders.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	27 100%	In order to identify the priority problems for this plan, School 29 reviewed various sources of information to gauge our focus on the areas in most need of improvement. We reviewed our school data, which included State, District, and school wide assessment results, to differentiate between the areas of success and needs. The School wide Committee then discussed the areas which were determined in need and targeted three pertinent priority problems: Language Arts, Mathematics and Applying data to daily instruction.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		The State/District/School will provide a professional development plan to retain the number of highly qualified Paraprofessionals.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition reimbursement, professional development opportunities, district and building level supports	**Human Resources Building Administrators**